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## THE READING INTERESTS OF HIGH-SCHOOL PUPILS

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G. W. WILLETT  
Hibbing, Minn.

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Some one has said, "Tell me what a man reads and I will tell you what he is." Whether or not this statement be literally true, it remains a fact that the reading of an individual influences his general ideas on the subjects concerning which he reads. Even in political campaigns the spellbinder is rapidly giving place to the scientific advertiser. If what the adult reads strongly influences his thought and action, how much more must the reading of a plastic youth affect his thought and action. With the youth whose opportunities for securing a wide vocabulary are decidedly limited by reason of an unlettered or un-American home the importance of the type of materials he reads becomes much greater. Communities are more and more becoming aware of this situation and are offering and extending opportunities to the youth of the land by means of public and school libraries. Are such opportunities appreciated by the younger generation? In endeavoring to find the answer to this question a census was taken of the pupils of the Hibbing Six-Year High School. The census was obtained by means of a questionnaire of twenty-three questions issued on March 21, 1918, between the hours of 9:00 and 10:00 o'clock. Pupils were given fifteen minutes to answer, without consultation. The results from five of the questions are given herewith. A total of 639 pupils—271 boys and 368 girls—answered a part or all of the questionnaire.

The community in which this high school is located is the center of the iron-mining industry of Minnesota, and as a consequence has a heavy foreign population. All English work in the school is affected by this feature of the community. Many homes use a foreign language at least part of the time. Table I shows the distribution of foreign languages among the homes from which the pupils come.

TABLE I

LANGUAGE IN THE HOME	BOYS						GIRLS						GRAND TOTAL		
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11		Grade 12	Total
Finnish.....	14	9	9	3	3	4	42	13	19	14	6	3	4	59	101
Italian.....	9	5	3	2	.....	.....	19	10	3	3	2	1	1	20	39
Swedish.....	6	9	5	4	7	1	32	14	13	8	8	1	5	49	81
Jewish.....	1	4	.....	.....	5	.....	10	3	1	2	4	4	2	16	26
Slovenian.....	1	2	.....	.....	.....	.....	3	1	.....	1	3	.....	2	7	10
Croatian.....	1	2	.....	.....	1	1	5	.....	.....	.....	1	.....	.....	1	6
Norwegian.....	2	1	1	.....	.....	1	5	2	1	.....	1	.....	.....	4	9
Austrian.....	4	2	1	.....	.....	.....	7	2	1	2	1	1	.....	5	12
German.....	.....	1	.....	.....	.....	.....	1	.....	.....	.....	1	1	.....	4	5
Slovak.....	.....	.....	.....	.....	.....	.....	0	.....	.....	.....	1	.....	.....	1	1
French.....	1	1	.....	.....	.....	.....	2	1	1	4	2	.....	.....	8	10
Flemish.....	.....	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	0	1
Swedish-Finnish.....	2	.....	.....	.....	.....	.....	2	.....	1	.....	.....	.....	.....	1	3
Tyrolean.....	.....	1	.....	.....	.....	.....	1	.....	.....	.....	1	.....	.....	0	1
Danish.....	.....	.....	.....	.....	.....	.....	0	1	.....	.....	.....	.....	.....	1	1
Polish.....	1	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	0	1
Total.....	42	37	20	14	11	7	131	47	40	34	30	11	14	176	307

What does this table reveal? Many things. Of the pupils, 101 come from homes where Finnish is spoken, 81 children come from Swedish homes, 39 from Italian homes, 26 from Jewish homes, 12 from Austrian homes, 10 from Slovenian homes, 10 from French homes, and 9 from Norwegian homes. Sixteen foreign tongues are mentioned. There is little doubt that the number of cases of homes in which a foreign language is used is understated rather than overstated. Some pupils are diffident about the matter, especially if that language chances to be German, Austrian, or Bulgarian.

Let us look at the table from another point of view. Out of 167 seventh-graders, 89 come from foreign-speaking homes. Out of 132 eighth-graders, 77 come from the same type of homes. Thus 131 boys out of 271, and 176 girls out of 368, making a total of 307 pupils out of 639 in this study, were under the influence of a foreign tongue at least a part of the time. Varied comments were made by those reporting. Some reports indicated that the foreign language was only spoken "sometimes." Other pupils reported that "parents spoke" the foreign language, while the children spoke English. Some reported that the foreign language was used, but that "sometimes" English was spoken.

The gravity of the situation is seen when we consider that more than half of the seventh- and eighth-graders come from foreign-speaking homes, and when we further note that almost one-half of the entire group come from such homes.

Is it not worth while to know whether or not the children from our American homes are reading the right sort of material? Is it not much more worth while to know what sort of reading materials are coming into the hands of the child of the home which speaks and thinks in a foreign language? Can we not help materially toward Americanization of the foreign home through the newspaper, magazine, or book with its truly American setting, which the child reads at school or takes home to read? Certainly there is no more potent force in American thought than the daily newspaper. It speaks the thoughts of at least certain parts of the public in a vocabulary which its readers can claim as their own. Otherwise they will repudiate the paper as not voicing their views.

Two questions were asked about the newspaper: first, "Do you read the daily papers regularly?" and second, "What parts of the daily paper do you read?" Every child had had access to at least one daily paper in the school library. The answers to the questions are shown in Table II.

The answers were quite gratifying in that 231 boys, or 85 per cent of all the boys, and 295 girls, or more than 80 per cent of all the girls, reported that they read the daily paper regularly. Only 6 boys and 14 girls reported that they did not read the paper, 8 boys and 7 girls failed to answer, and 23 boys and 52 girls said that they "read none regularly." That the influence of the daily paper is reaching many foreign-speaking homes is readily proved, because from Table I we see that 307 out of 639, or 48 per cent of the pupils, come from foreign-speaking homes, whereas 526 out of 639, or more than 82 per cent of the pupils, read the daily regularly. Thus at least 34 per cent of the entire group come from homes that are at least partially foreign-speaking but read the American daily papers notwithstanding.

The table also points out what parts of the paper are read and the respective popularity of each part. Many pupils enumerated a number of different parts of the paper: 45 boys and 51 girls stated that they read "all" of the paper, 29 boys and 48 girls said they read "most parts," and 15 boys and 25 girls did not answer. "War news" was far in the lead, as should be expected both from the emphasis given by the paper and from the local enthusiasm on the subject; 108 boys and 170 girls mentioned war news. "Range news" found devotees in 60 boys and 36 girls. "Locals" appealed to 20 boys and 53 girls. "Sports" were a favorite with boys, 53 boys and 4 girls expressing an interest in such items. Only one lonely boy from the eighth grade was candid enough to acknowledge an interest in the social column, and only 16 girls reported as regular readers of matters social. "Editorials" were named by 12 boys and 9 girls. "Front page" appealed to 53 boys and 69 girls. "Headlines," "comics," "jokes," etc., were each named by a few. One boy read "Stocks," another boy politics, and 1 boy and 5 girls enjoyed the advertisements.

TABLE II  
READING OF DAILY PAPERS

	BOYS							GIRLS							GRAND TOTAL
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	
Yes.....	63	54	40	31	29	14	231	67	52	53	55	42	26	295	526
No.....	2	3	1	0	0	0	6	7	5	2	0	0	0	14	20
Not answered.....	2	1	4	1	0	0	8	2	3	2	0	0	0	7	15
Not regularly.....	8	8	4	2	0	1	23	11	11	15	7	2	6	52	75
Unaccounted for.....							3							0	3
War.....	42	25	21	9	9	2	108	40	31	46	26	15	9	170	278
Society.....		1					1	1		2	5	4	4	16	17
Most parts.....	8	9	2	4	5	1	29	9	6	7	6	15	5	48	77
Sports.....	3	6	15	9	15	5	53		1		1	1	1	4	57
Range.....	19	9	14	9	5	4	60	4	5	9	10	3	5	36	96
All.....	9	11	3	11	7	4	45	8	11	3	13	11	5	51	96
Local.....		5	4	1	2	3	20	4	5	17	14	7	6	53	73
Not answered.....	3	3	6	2	1	0	15	9	8	5	1	1	1	25	40
Editorial.....	1	1	1		5	4	12			3	1	3	2	9	21
Front page.....	11	10	12	10	5	5	53	11	9	13	13	3	10	59	102
Cartoons and comics.....	4	3	3	4	2	1	17	3	3	2	2		1	11	28
Headlines.....		2		1			3	2		4	1	1		8	11
Inventions.....		2			1		3							0	3
Telegraph.....					1		1	1						1	2
Advertisements.....	1				1		1	2		1	1	1		5	6
Open court.....							0			1	2	1	1	5	5
Jokes.....		1				1	2		1	2				3	5
Stories.....	1						1	1	1	2	1		1	6	7
Magazine page.....							0				1		1	2	2
Red Cross.....							0	2						2	2
Query.....			1				1							0	1
Stocks.....			1		1		1							0	1
Politics.....			1				1							0	1
Personals.....							0		1	2				3	3

Work with newspapers is being emphasized more than ever since the issuing of this questionnaire. Boys especially are trying to keep abreast of what is doing. English teachers are finding that one of the biggest opportunities for their work lies in this direction. Actual study of the war by maps and daily papers has been established and will continue in a modified form after the war. Personally the writer feels that one of the fundamental requisites for good citizenship is education, and that that education which shall function for the highest quality of citizenship must have as one of its characteristics the habit of always reading the daily newspaper to keep in touch with what the nation and the world is doing day by day. The daily newspaper gives this information and gives it in the language that can be interpreted by the everyday reader. That pupil who becomes a habitual reader of the newspaper will become independent of the premasticated thought of the soap-box orator.

The daily paper, however, has its limitations. It must give the news while it is yet news, and often before the events have really shown the true worth of happenings. Then, too, longer articles have little place in the daily. It is useless here to discourse further on the difference between the daily and the periodical. Suffice it to say that each has its proper field, and that each serves much the same purpose in its own field. One question asked of the students was, "What magazines do you read regularly?" The results from the answers to this question are shown in Table III.

The school has on its magazine racks the magazines which are starred. There are also a number of other magazines on the racks which are not mentioned by a single student. Some of the magazines which were not mentioned are of a technical nature and hence needed for reference. Some others are being dropped from our list because of a lack of interest on the part of the pupils. Of course many pupils read certain magazines occasionally. Such magazines are not reported in this study. The matter of deciding whether or not some of the periodicals here named should be called magazines is avoided by simply giving what the pupil gave. Seventy-four different publications were named. The number of pupils choosing each varied from 1 for a great many to 160 for the *Literary Digest*. *Collier's Weekly* had 74 regular readers,

TABLE III  
READING OF MAGAZINES

MAGAZINE	BOYS						GIRLS						GRAND TOTAL		
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11		Grade 12	Total
<i>Saturday Evening Post</i> ...	6	3	2	1	4	2	18	9	5	7	2	2	2	27	45
<i>American</i> ...	1			5	1	1	8	1	1	2	5	6	10	25	33
<i>Everybody's</i> ...	1						0	4		6	5	4	2	9	10
* <i>Delineator</i> ...							0	4		6	5	4	4	23	23
* <i>Youth's Companion</i> ...	6	4	4	4	1		19	7	6	5	4		1	23	42
* <i>Scientific American</i> ...			3	1			5		1		1			2	7
* <i>National Geographic</i> ...		1				1	2		1		1		1	3	5
* <i>World's Work</i> ...	2	3	2	3	3	2	15		1	2	2	5		9	24
* <i>Current Opinion</i> ...		1	2				3		1	2	2		2	7	10
* <i>Literary Digest</i> ...	2	9	9	9	12	8	49	3	25	19	35	14	15	111	160
* <i>Outlook</i> ...		6		4	6		16	9	11	16	4	8		48	64
* <i>McClure's</i> ...							0				2	2	3	7	7
* <i>Review of Reviews</i> ...		2	2	1	2	1	8			1	7	2	1	11	19
<i>Blue Book</i> ...	1					1	2							0	2
<i>Red Book</i> ...	2				1	1	4			1	2			3	7
<i>Cosmopolitan</i> ...	1				1	1	3			1	1	2		4	7
* <i>Harper's</i> ...							0		1			1	4	6	6
* <i>Century</i> ...						1	1				1		5	6	7
* <i>Popular Mechanics</i> ...	6	13	12	19	4	2	56		1		1	1	2	4	60
<i>Pictorial Review</i> ...							0		3	4	1	1	2	11	11
<i>Epworth Herald</i> ...							0							1	1
* <i>Life</i> ...	2	4		2	2		10		2		4		1	7	17
<i>Judge</i> ...		1		1			2		1				1	2	4
<i>Woman's World</i> ...							0	6	2	3	2		2	15	15
* <i>World's Chronicle</i> ...	1	2		1	1	1	6				2	1	1	4	10
* <i>New Republic</i> ...							0				1			1	1
* <i>Good Housekeeping</i> ...							0								
<i>Motor Age</i> ...		1		1		1	3			1			1	2	2
<i>Red Cross</i> ...							0							0	3
* <i>Normal Instructor</i> ...							0						2	2	2
* <i>Independent</i> ...	1	1	1	2			5		2	4	5		1	12	17
<i>Physical Culture</i> ...							0			1			1	2	2
<i>Country Gentleman</i> ...							0						1	1	1
* <i>Ladies' Home Journal</i> ...	1	1	1				3	8	5	5	9	6	2	35	38



*Collier's.....	3	10	5	4	5	1	28	8	10	19	5	3	1	46	74
Photoplay.....			6	1			1						1	2	3
American Boy.....	6	9	6	3	2	1	27		1	1	1		1	3	30
*St. Nicholas.....	4	1		1	1		7	5	3	4	1	6	1	20	27
Illustrated World.....	2		2				4						1	2	6
Housewife.....							0				1			1	1
Christian Herald.....							0				1			1	1
Leslie's.....		5	3	1	2		16	3		7	5	1		16	32
Baseball.....	5	1		1			2							0	2
*Woman's Home Companion.....															
Popular Science.....			1				1	2		1	5	1		9	10
*Atlantic Monthly.....		1	3	2			6							0	6
*Pan-American.....							0				1			1	1
Jim Jam Jems.....						1	0				1			1	1
Metropolitan.....							2							0	2
Comfort.....							1							0	1
Successful Farmer.....							1							0	1
*Electrical Experiments.....		1					4							0	4
*Scribner's.....						1	1							0	1
Farm Life.....	1			1			2		1					1	3
Farmers' Home Journal.....	3	1					4	1				1		1	6
Field and Stream.....							3							0	3
Chicago Ledger.....			1		3		1							0	1
To-day.....							0			1				1	1
Boys' World.....			1				1							1	1
Current Events.....							0			1				1	1
Health and Home.....							1		1					1	2
People's Home Journal.....			1				1	3						4	4
Popular Monthly.....							0			1				1	1
*McCall's.....							0							2	2
Boys' Life.....	3	1	1				5			2				0	5
Lone Scout.....	3	1	1				5							0	5
New Ideas.....							0							1	1
Illustrated Review.....							0			1				1	1
Everyday Life.....							0		1					1	1
Geniewoman.....							0	1	2					3	3
Motion Picture.....							0	2						2	2
London News.....							1							0	1
Little Folks.....	1						0	1						1	1
Illustrated Companion.....							0	1						1	1

the *Outlook* 64, *Popular Mechanics* 60, *Saturday Evening Post* 45, *Youth's Companion* 40, *Ladies' Home Journal* 38, *American* 33, *Leslie's* 32, *American Boy* 30, *St. Nicholas* 27, *World's Work* 24, *Delineator* 23, *Review of Reviews* 19, *Life* 17, *Woman's World* 15, *Pictorial Review* 11, and all others 10 or less.

Thirty of the magazines named are on our magazine racks; 44 of those mentioned are not. The former were mentioned 682 times, while the latter were mentioned only 231 times. Three of the latter group, *Saturday Evening Post*, *Leslie's*, and the *American Boy*, make up 107 or almost one-half of the total for the magazines which the school does not furnish. Since the issuing of this questionnaire the *Literary Digest* has been introduced into the English classes for intensive study. In the Senior year much time is spent in a general study of magazines, and more or less of this work is carried on throughout all years. In the magazine, as in the daily, we feel that much of the best material for English and practical civics is to be found. A summary of the results of this study is to be made available to the pupils for their further guidance in reading.

In his recent book *Methods of Teaching in High Schools* Professor S. C. Parker says:

One of the most important services the high school can perform is to introduce students to the writers of the best current fiction who will continue to be producers of such literature for five or ten years after the students in question have graduated from high school. If students are thus started to read worthy books by active contemporary authors while in school, they will be given a basis for selecting, from the overwhelming mass of new fiction which is being printed, those works which are admitted by many competent judges to be as good as any English fiction which was written in the past. Progressive teachers of English are interested in preparing reading lists which include such contemporary fiction to serve as guides to high-school students.

The Hibbing schools have an exceptionally well-equipped library under the care of a trained librarian. The library work has become so heavy that an assistant is now necessary. The library is open from 8:00 A.M. until 5:00 P.M., except for a half-hour at noon. Of course books may be checked out for outside reading. Book lists are posted in conspicuous places by the English teachers. All pupils are required to read at least some books which shall be chosen

from these lists. The intention is to direct the reading of pupils toward some writers who will appeal to them.

One of the questions asked was, "What book that you have read do you like best?" The answers to this query are here reported. All books that received more than two choices are shown in Table IV. Those books which were named by only one or two pupils are given later.

Empey's *Over the Top* ranked first, being chosen by 19 boys and 14 girls representing every grade in the school. *Tom Sawyer* was a close second, 21 boys and 9 girls naming it. *The Call of the Wild* received a total of 16 choices, and *Little Women* appealed to 14 girls of the lower years. One of the rather unexpected rankings was that of *Walden*, which was the favorite of 1 boy and 6 girls. We were also surprised that 8 of the upperclass girls chose *Jane Eyre*. In looking over the table one can but be impressed by the fact that so many of the favorites are from the so-called worth-while books. The following books are actually studied in the classroom: *Walden*, *The Man without a Country*, *Treasure Island*, *Silas Marner*, and *Ivanhoe*. Apparently, for the pupils choosing these books, the English class work in literature had not all been drudgery. A total of 94 boys and 115 girls expressed no preference for any book. These pupils were fairly evenly distributed throughout the different years. In the answers 226 different books were named; 37 of these were named twice, 155 once, and the others the numbers of times shown above.

The names of those chosen twice follow, the numbers in parenthesis representing the grades choosing: *North of Fifty-three* (11, 12), *When a Man's a Man* (11), *John Halifax, Gentleman* (9, 11), *Girl of the Limberlost* (9, 11), *Les Misérables* (7, 11), *The Crisis* (10, 11), *The Spy* (9, 12), Zane Grey's romances (12), *Old Curiosity Shop* (10), "Little Colonel Series" (8, 10), *Trail of the Lonesome Pine* (7, 10), fairy stories (7, 10), *Forest Runners* (7, 10), *The Varmint* (9, 10), Poe's tales (7, 9), *The Girls at College* (9), *Private Peat* (8, 9), *Border Legion* (7, 9), *With a Yankee in the Trenches* (7, 8), *Last of the Mohicans* (8, 9), *Penrod* (8), *Three in a Camp* (7, 8), *Story of My Life*—Helen Keller (7, 8), *Captains Courageous* (8), *Jesse James* (8), detective stories (8), Alger books (8, 9),

TABLE IV

TITLE OF BOOK	BOYS						GIRLS						GRAND TOTAL		
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11		Grade 12	Total
Over the Top.....	8	4	2	1	4	.....	19	1	3	7	1	1	1	14	33
Tom Sawyer.....	4	13	2	1	1	.....	21	2	4	2	1	.....	.....	9	30
The Call of the Wild.....	2	6	3	2	.....	.....	13	.....	2	.....	1	.....	.....	3	16
Little Women.....	.....	.....	.....	.....	.....	.....	0	3	8	3	.....	.....	.....	14	14
Huckleberry Finn.....	1	6	.....	.....	1	.....	8	.....	3	.....	.....	.....	.....	3	11
Rebecca of Sunny Brook Farm.....	.....	.....	.....	.....	.....	.....	0	.....	5	2	1	1	.....	9	9
Jane Eyre.....	.....	.....	.....	.....	.....	.....	0	.....	.....	2	2	4	.....	8	8
Walden.....	.....	.....	.....	.....	1	.....	1	.....	.....	2	6	.....	.....	6	7
Ben Hur.....	1	.....	.....	.....	1	.....	2	3	.....	.....	.....	.....	.....	3	5
Lorna Doone.....	.....	.....	.....	.....	.....	.....	0	.....	.....	1	1	2	1	5	5
David Copperfield.....	.....	.....	.....	.....	.....	.....	0	.....	.....	.....	4	.....	.....	5	5
Nobody's Boy.....	.....	.....	.....	.....	.....	.....	0	.....	4	1	.....	.....	.....	5	5
Uncle Tom's Cabin.....	1	.....	.....	.....	.....	.....	1	2	.....	2	.....	.....	.....	5	5
Man without a Country.....	.....	.....	.....	.....	.....	.....	0	3	.....	.....	.....	1	.....	4	5
Treasure Island.....	.....	2	1	.....	1	.....	4	.....	.....	.....	.....	.....	.....	0	4
Oliver Twist.....	.....	.....	.....	.....	.....	.....	0	.....	.....	.....	3	1	.....	4	4
St. Elmo.....	.....	.....	.....	.....	.....	.....	0	.....	.....	.....	1	1	2	4	4
Little Shepherd of Kingdom Come.....	1	.....	.....	.....	.....	.....	1	.....	1	.....	1	.....	1	3	4
Five Little Peppers.....	.....	.....	.....	.....	.....	.....	0	3	.....	.....	1	.....	.....	4	4
Pollyanna.....	.....	.....	.....	.....	.....	.....	0	3	.....	.....	1	.....	.....	4	4
Heidi.....	.....	.....	.....	.....	.....	.....	0	1	3	.....	.....	.....	.....	4	4
Silas Marner.....	.....	.....	.....	.....	.....	.....	0	.....	.....	.....	.....	1	2	3	3
The Virginian.....	.....	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	2	3
Anne of Green Gables.....	.....	.....	.....	.....	.....	.....	0	1	.....	1	2	.....	.....	3	3
Ivanhoe.....	1	.....	.....	1	.....	.....	2	.....	.....	1	1	.....	.....	1	3
Lone Star Ranger.....	2	.....	.....	1	.....	.....	3	.....	.....	.....	.....	.....	.....	0	3
Spinner in the Sun.....	.....	.....	.....	.....	.....	.....	0	3	.....	1	2	.....	.....	3	3
Life of Roosevelt.....	.....	.....	3	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	0	3
Nancy Rulledge.....	.....	.....	.....	.....	.....	.....	0	2	1	.....	.....	.....	.....	3	3
Robin Hood.....	1	1	.....	.....	.....	.....	2	1	.....	.....	.....	.....	.....	1	3
Beatrice of Denewood.....	.....	.....	.....	.....	.....	.....	0	3	.....	.....	.....	.....	.....	3	3
Elsie Dinsmore.....	.....	.....	.....	.....	.....	.....	0	1	1	1	.....	.....	.....	3	3
No preference.....	24	11	24	12	12	11	94	19	27	25	15	16	13	115	209

*Kazan* (7, 8), *Bears of Blue River* (8), *Camp Fire Girls* (7), *Texas Blue Bonnet* (7), *Dandelion Cottage* (7), *Mlle Miss* (7), *Sinking of the Steamship "Titanic"* (7), *Mark Tidd* (7).

The books which were named but once were distributed as follows:

Twelfth-grade girls: *East Lynne*, Scott's works, *Fanny Herself*, "K," *Pride and Prejudice*, *Bow of Orange Ribbon*, *Spiritual Clinique*, *Story of Julia Page*, *The Iron Woman*, *The Little Comrade*, *Tale of Two Cities*.

Twelfth-grade boys: *Scarlet Letter*.

Eleventh-grade girls: *The Moonstone*, *Julius Caesar*, *Adam's Garden*, *Seventeen*, *Vanity Fair*, *We Can't Have Everything*, *Pilgrim's Progress*, *Amateur Gentleman*, *Emma*, *Sense and Sensibility*, *Adam Bede*, Louisa M. Alcott books.

Eleventh-grade boys: *Lady of the Lake*, *The Man Trail*, *Prisoner of Zenda*, *John Barleycorn*, Rex Beach's books, *A Hardy Norseman*.

Tenth-grade girls: *Rhymes of a Red-Cross Man*, *Polly of the Hospital Staff*, *In Desert and Wilderness*, *Prudence of the Parsonage*, *Bride of Lammermoor*, *Harvester*, *Mother*, *Ann of Avonlea*, *Merchant of Venice*, *The Melting Pot*, *Soldiers of Fortune*, *Just David*, *Florence Nightingale*, *Darrell of the Blessed Isles*, *Elsie* books, *Enoch Arden*, *Lena Rivers*, *Girl at His Billet*.

Tenth-grade boys: *Wolf Breed*, *The U.P. Trail*, *Boy Scouts of the Black Eagle Patrol*, *Real American in Romance*, *At Good Old Siwash*, *Biographies of Great Men*, *Desert Gold*, *The Prodigious Hickey*, *The Last of the Duanes*, *An Amazing Interlude*, *Swiss Family Robinson*, *Potash and Perlmutter*.

Ninth-grade girls: *Open Boats*, *Martie the Unconquered*, *Graustark*, *Four Hundred*, *The Golden Silence*, *Calvary Alley*, *Little Men*, *Ramona*, Dicken's works, *Birth of a Nation*, *Winning of Barbara Worth*, *A Daughter of the Rich*, *The Maxwell Mystery*, *The Whistling Mother*, *Girl from Devonshire*, *Isabel Carlton*, *A Girl in Ten Thousand*, *The Fighting Men*.

Ninth-grade boys: *Lives of great Americans*, *The Business Adventures of Billy Thong*, *The Fast Mail*, *Texan Scouts*, *Nan of Music Mountain*, *Peanut the Cub-Reporter*, *Rolf in the Woods*, *Under Cover*, *Garton Olaf*, *The Young Trailers*, *Boy Scout* books.

Eighth-grade girls: *Uncle Remus, Secret Garden, Lost in a Jungle, Hans Brinker, Hoosier School Boy, Dove in the Eagle's Nest.*

Eighth-grade boys: *The Talisman, On the Trail of the Sioux, Boy Allies Under Two Flags, Cab and Caboose, Gretier the Strong, The Purple Sage, Twenty Thousand Leagues under the Sea, Young Farmer, Boy's Life of Edison, White Fang, Balser and the Bears.*

Seventh-grade girls: *Emmeline, Daddy Long Legs, Dri and I, Peg o' the Ring, Uncle Sam's Secrets, Nicholas Nickleby, Sir Walter Raleigh, A Lieutenant under Washington, Molly Brown's Senior Days, Uncle Sam's Business, Longfellow's poems, In the Camp of Cornwallis, Three Colonial Boys, "Tomlinson Series," Black Beauty, Freckles, Lester's Luck, Kristy's Rainy Day Party, Three Marguerite Manforts, The Adopting of Rosa Marie, Cinder Pond, Patty at College, The Story of Betty, Washington's Young Aides, Laddie, Children's Hour, Rebecca.*

Seventh-grade boys: *On the Edge of the War Zone, The Wolf Hunters, The Fullback, Three Years in the Navy, Ambulance No. 10, The Two Spies, Silver Island of Chippewa, Lost Express, Four Great Americans, King Arthur, The Grip of Evil, Young Acrobat, On the War Path, Tales of the Great War, Boy Scouts of the Northern Wilds, Fifty Famous Stories Retold, Arabian Nights, Boy Scout's Handbook, Tom Swift, The Quest of the Fish-dogskin, Four American Inventors, Tecumseh's Braves, One Hundred Famous Americans.*

In going over the list chosen by the seventh- and eighth-graders, one finds many suggestions of American historical or biographical books. This is probably due to the fact that outside reading was being emphasized in the seventh- and eighth-grade history classes; in fact, extra credit was being given for such reading. The seventh-graders were especially enthusiastic over such reading at about the time this questionnaire was issued. According to Table I, 89 out of 167 seventh-graders came from foreign-speaking homes. Is this interest in Americans and American life not an indication of the Americanization of the youth from those homes? Is it not a sign of true progress that apparently none of the books chosen are of a nature to lead to the reign of aristocracy rather than of democracy?

Certain changes are taking place within the school because of this study. Earlier mention has been made of the extended use of

the daily newspaper and of the revision of the magazine list. In the matter of book lists there is to be a greater revision. Many books which have been chosen by the pupils were on teachers' book lists. Many worth-while books which were chosen were not on those lists. Several books were chosen which we do not want to put on those lists. Needless to say, we do plan to add the worth-while choices to the list. A greater change is contemplated, however. It is planned to have pupils report either weekly or monthly, on a regular form, the books or parts of books which they have read during the week or month, and their impressions of the books. At the end of the year we shall then check these reports with our book lists and be ready to cast out "dead timber" from our lists, to place more emphasis on the reading of really good books which have been neglected, and to add not only "first-choice" books but any others which the pupils have really enjoyed and which are of such a nature as to warrant their addition. In this way we hope to secure a good working book list that will bring results because of its appeal to adolescents of our own immediate community and because of the genuine worth of the books of which it is composed.

In conclusion, we repeat that in our opinion the habitual reading of the daily newspaper, the magazine, and good books is one of the surest sources of good English and at the same time is one of the greatest factors in developing a high type of citizenship among individuals coming from foreign as well as American homes. The school may well consider one of its greatest tasks to be the guidance of its pupils into proper reading habits. Such habits can be established through the teaching of the daily paper, the magazine, and the book list. *The Report of the North Central Association of Colleges and Secondary Schools* for 1918 offers much with regard to the use of the library for such work.